Practical Accreditation Tips for Teachers

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Dr. Sharon M. Carver, Alexa Broughton, Linda Hancock, Donna Perovich, Maggie Lane Rosenblum, Tim Salinetro, Estelle Solomon, Charline Tomer
Children’s School at Carnegie Mellon University
www.psy.cmu.edu/childrensschool 412-268-2199
NAEYC Accreditation: The Mark of Quality

4 Steps

- Enrollment
- Application
- Candidacy
- Meet & Maintain the Standards

10 Standards

- Relationships
- Teaching
- Health
- Families
- Physical Environment
- Curriculum
- Assessment
- Teachers
- Community Relationships
- Leadership & Management

NOTE: Each standard has criteria with indicators.

10 Standards / 400+ Criteria / ?? Indicators

NEW in 2008

5 Sources of Evidence
- Program Portfolio
- Staff Survey
- Family Survey
- Classroom Portfolio
- Observable Criteria (tour & classroom)
- NO Staff or Child Files

vs. 2006

8 Sources of Evidence
- Program Portfolio
- Staff Files
- Staff Survey
- Child Files
- Family Survey
- Classroom Portfolio
- Tour of Program
- Classroom Observation

Candidacy Deadlines of 1/09 and 5/09 can choose.


**Standard 2:**

**NAEYC Accreditation Criteria for Curriculum Standard**

The following chart presents the accreditation criteria for this topic area. Each criterion provides specific details to guide program plans, policies and practices. The criteria are numbered (01, 02, 03, etc.) within their topic area. Each criterion within each program standard is identified by its relevant age group (or groups). Many criteria are identified as "universal" (U), meaning that all classrooms and programs pursuing NAEYC Accreditation must address these criteria. These aspects of quality should be seen in any programs or classrooms serving birth through kindergarten, though they may look somewhat different in practice depending on the children's age.

Age Groups: U = universal I = infant T = toddlers/twos P = preschool K = kindergarten

In the 2008 system, NAEYC corrected the problem posed by indicators not all being explicit by using lower case lettering.

2.A.08 U I T P K

Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including
a. gender,
b. age,
c. language, and
d. abilities.

Materials and equipment

e. provide for children's safety while being appropriately challenging.

f. encourage exploration, experimentation, and discovery.

g. promote action and interaction.

h. are organized to support independent use.

i. are rotated to reflect changing curriculum and accommodate new interests and skill levels.

j. are rich in variety.

k. accommodate children's special needs.  RANDOM

2.C.04 P K

Children have varied opportunities and are provided equipment to engage in large motor experiences that

a. stimulate a variety of skills.

b. enhance sensory-motor integration.

c. develop controlled movement (balance, strength, coordination).

d. enable children with varying abilities to have large-motor experiences similar to those of their peers.

e. range from familiar to new and challenging.

f. help them learn physical games with rules and structure.  RANDOM

2.E.01 I

Infants have varied opportunities to experience songs, rhymes, routine games and books through

a. individualized play that includes simple rhymes, songs, and interactive games
b. daily opportunities for each child to hear and respond to various types of books, including picture books, wordless books, and books with rhymes.
c. access to durable books that enable children’s independent exploration. ALWAYS

2.E.02 T
Toddlers/twos have varied opportunities to experience books, songs, rhymes, and routine games through
a. individualized play that includes simple rhymes, songs, and sequences of gestures (e.g., finger plays, peek-a-boo, patty-cake, This Little Piggy).
b. daily opportunities to hear and respond to various types of books, including picture books, wordless books, and books with rhymes.
c. access to durable books that enable independent exploration.
d. experiences that help them understand that pictures represent real things in their environment. ALWAYS

2.E.04 P K
Children have varied opportunities to
a. be read books in an engaging manner in group or individualized settings at least twice a day in full-day programs and at least once daily in half-day programs.
b. be read to regularly in individualized ways including one-to-one or in small groups of two to six children.
c. explore books on their own and have places that are conducive to the quiet enjoyment of books.
d. have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books.
e. be read the same book on repeated occasions.
f. retell and reenact events in storybooks.
g. engage in conversations that help them understand the content of the book.
h. be assisted in linking books to other aspects of the curriculum.
i. identify the parts of books and differentiate print from pictures. ALWAYS

2.F.01 P K
Infants and toddlers/twos are provided varied opportunities and materials to
a. use language, gestures, and materials to convey mathematical concepts such as more and less and big and small.
b. see and touch different shapes, sizes, colors, and patterns.
c. build number awareness, using objects in the environment.
d. read books that include counting and shapes. RANDOM

2.G.02 P K
Children are provided varied opportunities and materials to learn key content and principles of science such as
a. the difference between living and nonliving things (e.g., plants versus rocks) and life cycles of various organisms (e.g., plants, butterflies, humans).
b. earth and sky (e.g., seasons; weather; geologic features; light and shadow; sun, moon, and stars).
c. structure and property of matter (e.g., characteristics that include concepts like hard and soft, floating and sinking) and behavior of materials (e.g., transformation of liquids and solids by dissolving or melting). RANDOM
INSTRUCTIONS: This spreadsheet lists all criteria and the corresponding assessment category, age sources of evidence for each criterion using the 2008 updates. The Added Source of Evidence Column indicates which sources of evidence were added for a criterion during the 2008 criteria review process. The Deleted Evidence column indicates which sources of evidence were deleted for a criterion during the 2008 crit process. Click on the Changes to Program Portfolio and Changes to Classroom Portfolio tabs at the bottom to view Sources of Evidence updates that were made to these sources during the 2008 criteria revision process. For additional assistance, please contact the Program Support Information Center at 1 800 424 2460, or email at accreditation.information@naeyc.org.

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Children’s School Keys to a Manageable Process

• Available resources
  NAEYC  www.naeyc.org/academy
  Join NAEYC’s TORCH (interactive support site)
  Children’s School
  www.psy.cmu.edu/childrensschool
  (Choose “For Educators” - scroll to NAEYC)
  PAEYC  www.pghaeyc.org/accred/accredia.htm

• Team Approach

• Organization

• Pace / Realistic View Guided by Priorities

• Positive Attitude / Sense of Humor

Example re: Helpfulness of Additional Guidance

2.H. Curriculum Content Area for Cognitive Development: Technology

2.H.01 T P K The use of passive media such as television, film, videotapes, and audiotapes is limited to developmentally appropriate programming.

2.H.02 P K All children have opportunities to access technology (e.g., tape recorders, microscopes, computers) that they can use by themselves, collaboratively with their peers, and with teaching staff or a parent.

2.H.03 P K Technology is used to extend learning within the classroom and to integrate and enrich the curriculum.

“Additional Guidance”

Technology is defined broadly to include knowledge and use of tools and machines. Included are computers, video, cameras, and other forms of high technology, as well as simple tools like gears, wheels and levers. Technology can be used by teachers or children, and includes use of technology in dramatic play (e.g., disconnected computer keyboard). Second sentence added 4/15/07
### Children's School Tips & Tools for Teachers
(and the Administrators who want to support their participation in the Accreditation process)

<table>
<thead>
<tr>
<th>Source of Evidence</th>
<th>Tools</th>
<th>Tips</th>
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</table>
| **Classroom Portfolio** | • Labels (2008 extras added at the end and others aligned with new lettering)  
• Quick Ref Guide  
• CS List of Ideas to prompt staff brainstorming  
• CS Unit Planning Template | • Start early, pace yourself, and work on one section at a time  
• Spend money for substitutes to allow for large blocks of work time  
• Develop a strategy that fits the team (e.g., divide the task by sections, have one gather pictures and others label them, etc.)  
• Use what you already have by coding explicitly (e.g., parent orientation materials, lesson plans, unit plans, newsletters, permission slips, etc.)  
• Write labels to make the connection between your evidence and the criterion very explicit to the assessor  
• Organize your unit plans to explicitly include as many portfolio items as possible |
| **Staff Files (not for 2008)** | • Coded Outline NAEYC list of required items | • Keep notes about your Prof Dev activities during the year so that you have them ready when necessary to update your records |
| **Classroom Observations**  
(Combined with Program Tour in 2008) | NAEYC provides an exhaustive (and exhausting) observation tool that is NOT required. | • You must do classroom observations during self-assessment and you must record data on the number of classrooms that meet each standard according to your observations.  
• Create your own observation tools using the on-line standards & criteria lists  
• Consider doing the observations one section at a time, working in parallel with the classroom portfolio so that it is not overwhelming  
• Observation data are used by the administrator for the candidacy materials but are not reviewed at all during the on-site visit  
• Note that classroom observation time could be used to record anecdotes that are then used in the classroom portfolios  
• Review REQUIRED CRITERIA prior to the on-site assessment so there are no slips  
• Don’t worry if your observation time is awkward, that’s why you have the portfolio |
National Association for the Education of Young Children

NAEYC Academy for Early Childhood Program Accreditation

--- Quick Links for Programs ---

NAEYC Accreditation represents the mark of quality in early childhood education. To achieve NAEYC Accreditation, early childhood education programs volunteer to be measured against the NAEYC Early Childhood Program Standards. Today, nearly 9,000 NAEYC accredited early childhood education programs serve families around the nation.

- Why NAEYC Accreditation matters
- History of NAEYC Accreditation
- How does my program become accredited or recertified?

Updates for Programs

Important Updates Released on the 2nd Anniversary of Reinvention

TORCH is officially launched!

We are excited to announce the official launch of TORCH: The Online Resource Center Headquarters. Access TORCH for a free searchable database of all criteria and important resources to complete Self-Study, Self-Assessment, and more! Learn more about TORCH and self-register today!

Already a member of TORCH? Log in as a returning user

Programs seeking NAEYC Accreditation have the option (but are not required) to purchase an online application as a strategy for creating classroom portfolios!

"... The gold standard of approval is accreditation by the National Association for the Education of Young Children..." (Parents Magazine)

"I think one of the greatest advances to child care was the creation of the NAEYC Accreditation system, which has helped so much to raise the quality of programs."  

T. Berry Brazelton, M.D. The Brazelton Institute Children's Hospital Boston, Harvard Medical School

"The primary gauge of quality has been accreditation by the National Association for the Education of Young Children... whose seal of approval is regarded as the gold standard by parents, educators and facilities."

- The Wall Street Journal, March 24, 2006

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1313 L St. NW Suite 500, Washington DC 20005 (202) 232-8777 | (800) 424-2460 | webmaster@naeyc.org
Introducing TORCH:
The Online Resource Center Headquarters to support program quality improvement through NAEYC Accreditation for Early Childhood Programs

You told us that you wanted to more easily access all of the information about the NAEYC Accreditation criteria and the process to become NAEYC Accredited. We listened and created The Online Resource Center Headquarters (TORCH) to support program quality improvement through NAEYC Accreditation for Early Childhood Programs. TORCH includes resources for early childhood programs in all steps of the NAEYC accreditation process.

What can I find on TORCH?  
At TORCH, you can
- Search for criteria, FAQs, and Additional Resources by keyword.
- View a calendar of important NAEYC due dates and chart your own due dates on a personalized calendar.
- Access valuable NAEYC resources and link to other helpful websites.
- Submit questions directly to the NAEYC Academy Information Center.

How will TORCH help me to understand the NAEYC Accreditation Criteria?
At TORCH, everything you need to know about each criterion is accessible in one convenient place including:
- The full language of the criterion.
- The age group(s) to which the criterion applies.
- Guidance associated with the criterion.
- The Assessment Category of the criterion (required, always assessed, randomly assessed, emerging practice).
- All Sources of Evidence in which evidence for the criterion should be included.
- FAQs that apply specifically to the criterion.

How can I access TORCH?
TORCH is available to anyone interested in NAEYC Accreditation at no cost. Simply follow the self-registration instructions below.

1. Go to http://lms.naeyc.org/iCohere/torch
2. Enter Login ID: naeyc; Password: naeyc
3. Click the triangle beside the password box.
4. You'll see "Welcome to TORCH" and the NAEYC Accreditation logo. Click on the triangle button to continue.
5. Enter your new individual login ID. Click on the triangle button to continue.
6. Select your time zone using the drop down box. Click on the triangle button to continue.
7. Change your password. Click on the triangle button to continue.
8. Enter your profile information. Click on the triangle button to submit.

Please remember to use your new login ID and password the next time you log in.
NAEYC Classroom Portfolio Index
(Quick Reference Guide for the 9/08 Standards)

Universal = regular, IT = bold, TPK = italic
Always Assessed = *asterisk
None are Required, None are Emerging Practice

1A Building Positive Relationships among Teachers and Families
1A.01 Partnership with families / ongoing comm
1A.03 Communication w/ families re: a) individual needs and b) home/school transitions
1A.04 Sensitive to family concerns & reassuring
1A.05 Info shared re: rules, expectations, routines
1C Helping Children Make Friends
1C.03 Support a) enter, b) sustain, c) enhance play
1D Creating a Predictable, Consistent and Harmonious Classroom
1D.01 * Counter stereotypes (indicators a-e)
1D.02 Children decision making about a) rules, b) plans and c) activities
1D.04 Children explore feelings & expression (a-c)

2A Curriculum: Essential Characteristics
2A.07 Predictable yet flexible daily sched - a) time and support for transitions b) indoor and outdoor experiences c) responsive to need for rest & activity
2A.08 Materials reflect diversity – a) gender, b) age, c) language, d) ability, e) safe, f) encourage exploration, g) promote action / interaction, h) independent use, i) rotated, j) varied, k) accommodate special needs
2A.10 Curriculum covers developmental domains (a-e - soc, em, phy, lang, cog) and all content areas (f - lit, math, sci, tech, arts, health& safety, soc st)
2A.11 Activities a) extend over days and incorporate b) play, c) creative expression, d) large group, e) small group, f) child-initiated activity
2A.12 Play integrated into curriculum topics
2C Curriculum: Physical Development
2C.01 Move freely in self-initiated ways (a-c)
2C.02 Using hands/fingers to act on envir
2C.03 Fine motor opportunities and materials
2C.04 Large motor opps and materials – a) varied skills, b) sensory integr, c) controlled moves, d) special needs, e) fam -> new, f) games with rules
2D Curriculum: Language Development
2D.02 Opps for oral/written comm. in family lang
2D.04 Vocab dev via a) conversation, b) experiences, c) field trips, d) books
2D.06 Discuss a) interpersonal / b) physical probs
2D.07 *Opportunities to engage in discussion

2E Curriculum: Cognitive Development – Early Literacy (NOTE: Lots of subcategories for each!)
2E.01 * Infant opps via song, rhyme, games (a-d)
2E.02 * Toddler opps - song, rhyme, games (a-d)
2E.03 Opps to familiarize with, rec, use print (a-d)
2E.04 *Reading opportunities (a-i)
2E.05 Writing opportunities (a-f)
2E.06 Phonological awareness opportunities (a-d)
2E.07 Opps to a) recognize and b) write letters
2E.09 K encouraged to read familiar (a-c)
2E.10 K encouraged to identify phonemes (a-b)
2E.11 K encouraged to write independently daily
2F Curriculum: Cog Dev – Early Math
2F.01 Opps re: number, shape, size, color (a-d)
2F.02 *Opps to understand quantity, symbols
2F.03 Opps to categorize by 1 or 2 attributes
2F.05 Preschool opps re: measurement – a) standard units, b) non-standard units
2F.06 Opps / materials re: basic geometry
2F.07 Opps / materials re: time
2F.08 Opps / materials re: repeating patterns
2F.09 K ext of 05 re: read/write measures (a-c)
2F.10 K ext of 08 re: complex patterns (a-d)
2F.11 K use written reps in everyday math exp
2F.12 K opps / materials re: math operations
2F.13 K extension of 07 re: calendar & clock
2G Curriculum: Cognitive Development – Science
2G.01 Use senses to a) explore, b) cause/effect
2G.02 Opps / materials re: science a) life, b) earth, c) physical
2G.03 Opps / materials to explore with 5 senses
2G.04 Opps / materials using tools to observe
2G.05 Opps / materials to a) collect, b) record data
2G.06 Opps / materials to do scientific thinking
2G.08 Opps / materials to learn scientific terms
2H Curriculum: Cog Development – Technology
2H.03 Technology to a) extend learning and b) integrate and enrich curriculum
2I Curriculum: Cog Dev – Creative Expr & Arts
2J.01 Opps for appreciation of a) art, b) music, c) drama, and d) dance
2J.02 Explore & manipulate art materials
2J.03 Move freely to music / imaginative play
2J.04 Opps for concepts & vocab re: a-d above
2J.05 Opps re: repertoire of art skills (cut, glue ...)
2J.06 Opps for creative expression re: a-d above
2J.07 Opps for responding to art of a) other children and b) adults
2K Curriculum: Cog Dev – Health & Safety
2K.01 Opps / materials re: good health practices
2K.02 Opps / mats re: nutrition – a) sources of food, b) rec, c) prep, d) eat & e) value healthy food
2K 03 Opps / materials re: safety
   a) classroom, b) home and community
2K 05 Opps to discuss / ask questions re: doctor, dentist, hospital, shots, medicine, etc.
2L Curriculum: Cog Development – Social Studies
2L 01 Opps for positive sense of a) self, b) other
2L 02 Opps re: belonging to classroom community
2L 03 Opps / materials re: diversity w/o stereotypes in a) culture, b) family structure, c) ability, d) language, e) age, f) gender
2L 04 Opps / materials re: roles in work & family
2L 05 Opps / materials re: local community
2L 06 Opps to discuss a) fairness, b) friendship, c) responsibility, d) authority, and e) differences
2L 07 Opps / materials re: local envir / geography
2L 08 Opps / materials re: human impact on environment – a) positive and b) negative
2L 09 Opps / mat caring for a) class, b) community
2L 10 Opps / materials re: economic concepts
2L 11 K Opps / materials re: diverse places, geography, history, social studies

3A Designing Enriched Learning Experiences
3A 01 * Staff work as a team re: daily teaching, learning & individualizing via IEP’s etc.
3A 06 Classroom displays help children reflect, children’s work predominates, some at eye level
3A 07 Teaching team & children arrange materials
3B Creating Caring Communities for Learning
3B 02 Setting re: progress in a) autonomy, b) responsibility, and c) empathy
3B 11 Climate of mutual trust re: children’s a) ideas, b) experiences and c) products
3B 13 Children’s decision-making re: a) behavior, b) plans, and c) activities
3D Using Time, Grouping and Routines to Achieve Learning Goals
3D 04 Opps for interaction across ages
3D 05 Revisit exp over a) days, b) weeks, c) months
3D 06 Organize time & space for a) individual, b) pair, c) small group
3D 10 Organize time & space for a) individual, b) pair, c) small group, and d) large group
3D 11 Opps for group projects/learning from others
3E Responding to Children’s Interests and Needs
3E 01 Reorganize envir for new themes & interests
3E 02 Scaffold via a) sched, b) equip, c) availability
3E 03 Build on interest to foster content and skill
3E 04 Modify strategy & material based on children
3E 05 Needs/interests influence sched, routine …
3E 08 Use knowledge of children to tailor opps to a) relationships, b) interests, c) ideas, d) skills
3F Making Learning Meaningful for All Children
3F 01 Curriculum as flexible framework
3F 02 * Play planned for every day
3F 06 Opps for families to engage in classroom
3G Using Instruction to Deepen Children’s Understanding and Build Skills and Knowledge
3G 01 Variety of teaching strategies
3G 02 Multiple sources of evidence re: understanding children to … see uses a-e
3G 03 Individualize a) teaching and b) challenges
3G 06 Share ability info and use to plan for soc, cog, lang, and phys opps & materials
3G 08 Link prior knowledge & challenge current conceptions
3G 09 Opps for collaborative inquiry – a) individual and b) small group
3G 11 Decompose multistep projects
3G 12 Promote engagement via a) repetition & b) increasing challenge
3G 13 Explicit instruction & guidance re: skills
3G 14 Breadth across content/developmental areas

4B Using Appropriate Assessment Methods
4B 05 * Methods a) aligned with goals, b) accurate, c) appropriate, d) meaningful, e) helpful for planning, f) regularly reviewed
4C Identifying Children’s Interests and Progress
4C 02 * Diverse staff assess all dev areas with varied instruments, multiple data sources …
4C 03 Use curric goals / dev expectations when interpreting assessment data
4D Adapting Curriculum, Individualizing Teaching, and Informing Program Development
4D 01 Ongoing observation / assessment inform instruction
4D 03 * Interactive assessment of strengths & needs informs instruction
4D 06 Observe to modify curric, interaction, care
4D 07 Talk with individuals & use language to assess strengths, interests, needs
4D 08 Observe & document work, play, behavior, interactions to modify curriculum & teaching
4E Comm / Involve Families in Assessment
4E 01 * Contribute observations from home
4E 03 Two-way comm re: progress -> planning

7B Sharing Info between Staff & Families
7B 05 Daily comm. re: dev & well-being
7B 06 Weekly comm. re: dev & well-being
9A Indoor Outdoor Equip, Materials, Furnishings
9A 07 Materials a) grouped on low open shelves and b) rotated and adapted to extend play opps
Brainstorming re: Classroom Portfolio Challenges

**Standard 1: NAEYC Accreditation Criteria for Relationships**

1.A. Building Positive Relationships among Teachers and Families
1.A.04 U I T P K
Teachers are sensitive to family concerns and reassure family members who are concerned about leaving children in non-family care.

**Standard 2: NAEYC Accreditation Criteria for Curriculum**

2.A. Curriculum: Essential Characteristics
2.A.11 T P K
The schedule a) provides children learning opportunities, experiences, and projects that extend over the course of several days and incorporates time for:
b) play, c) creative expression, d) large-group, e) small-group, and f) child-initiated activity.

2.D. Areas of Development: Language Development
2.D.06 P K
Children have varied opportunities and materials that encourage them to have discussions to solve problems that are a) interpersonal and those that are b) related to the physical world.

2.E. Curriculum Content Area for Cognitive Development: Early Literacy
2.E.06 P K
Children are regularly provided multiple and varied opportunities to develop phonological awareness:
a) Children are encouraged to play with the sounds of language, including syllables, word families, and phonemes, using rhymes, poems, songs, and finger plays.
b) Children are helped to identify letters and the sounds they represent.
c) Children are helped to recognize and produce words that have the same beginning or ending sounds.
d) Children's self-initiated efforts to write letters that represent the sounds of words are supported.

2.F. Curriculum Content Area for Cognitive Development: Early Mathematics
2.F.05 P
Children are provided varied opportunities and materials that help them understand the concept of measurement by using a) standard and b) non-standard units of measurement.

2.F.11 K
Kindergartners are provided varied opportunities and materials that encourage them to use written mathematical representations in everyday experiences.

2.G. Curriculum Content Area for Cognitive Development: Science
2.G.03 P K
Children are provided varied opportunities and materials that encourage them
to use the five senses to observe, explore, and experiment with scientific phenomena.
2.G.04 P K
Children are provided varied opportunities to use simple tools to observe objects and scientific phenomena.
2.G.05 P K
Children are provided varied opportunities and materials to a) collect data and to b) represent and document their findings (e.g., through drawing or graphing).
2.G.06 P K
Children are provided varied opportunities and materials that encourage them to think, question, and reason about observed and inferred phenomena.
2.L. Curriculum Content Area for Cognitive Development: Social Studies
2.L.06 P K
Children have varied opportunities to engage in discussions about a) fairness, b) friendship, c) responsibility, d) authority, and e) differences.

**Standard 3: NAEYC Accreditation Criteria for Teaching**
3.B. Creating Caring Communities for Learning
3.B.11 T P K
Teaching staff create a climate of mutual respect for children by being interested in their a) ideas, b) experiences, and c) products.
3.E. Responding to Children's Interests and Needs
3.E.03 U I T P K
Teachers use children's interest in and curiosity about the world to engage them with new content and developmental skills.
3.G. Using Instruction to Deepen Children's Understanding and Build Their Skills and Knowledge
3.G.08 U I T P K
Teachers help children identify and use prior knowledge. They provide experiences that extend and challenge children's current understandings.
3.G.09 U I T P K
Teachers engage in collaborative inquiry with a) individual children and b) small groups of children.
3.G.13 P K
Teachers promote children's engagement and learning by guiding them in acquiring specific skills and by explicitly teaching those skills.

**Standard 4: NAEYC Accreditation Criteria for Assessment of Child Progress**
4.D. Adapting Curriculum, Individualizing Teaching, and Informing Program Development
4.D.01 U I T P K
Teachers or others who know the children and are able to observe their strengths, interests, and needs on an ongoing basis conduct assessments to inform classroom instruction and to make sound decisions about individual and group curriculum content, teaching approaches, and personal interactions.